



Dutch Fork Elementary

7900 Broad River Road
Irmo, SC 29063

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 582 Students | |
| Principal | June Lominack | 803-476-3900 |
| Superintendent | Dr. Herbert M. Berg | 803-476-8000 |
| Board Chair | Robert Gantt | 803-781-5408 |

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|-------------------|
| 2009 | Good | Excellent* |
| 2008 | Good | Average |
| 2007 | Good | At-Risk |
| 2006 | Good | Average |
| 2005 | Excellent | Excellent |

* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

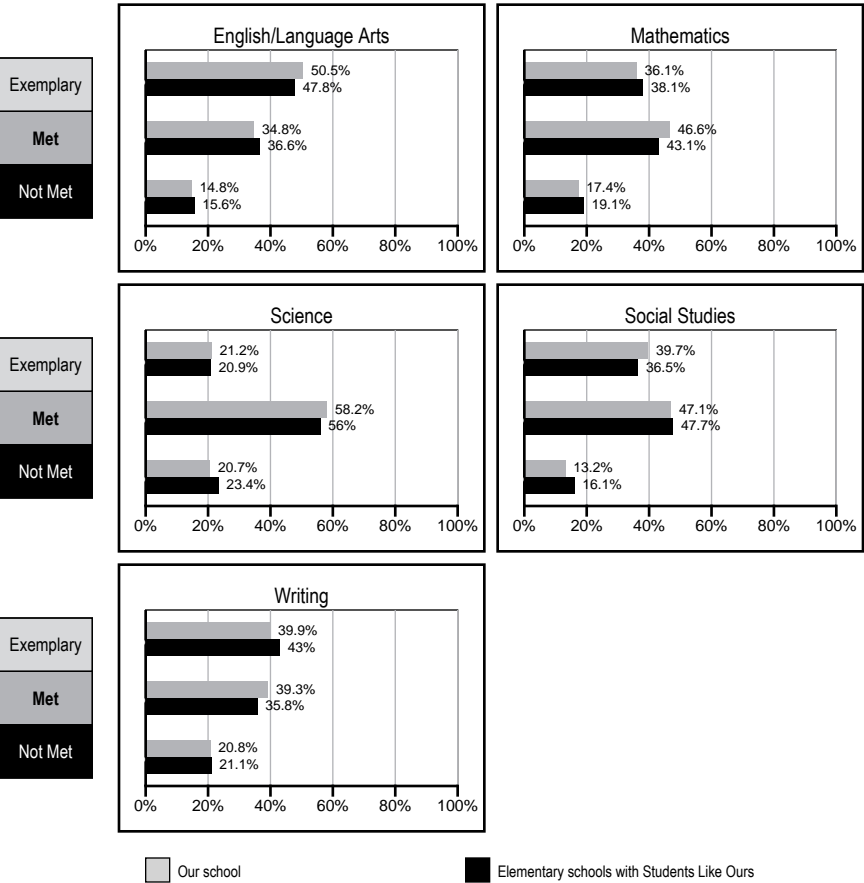
96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 22 | 31 | 17 | 0 | 0 |

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=582) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 0.0% | No Change | 1.4% | 1.9% |
| Attendance rate | 96.7% | Down from 97.0% | 96.6% | 96.3% |
| Eligible for gifted and talented | 16.9% | Down from 24.7% | 16.9% | 10.0% |
| With disabilities other than speech | 6.3% | Up from 4.7% | 6.7% | 7.7% |
| Older than usual for grade | 0.0% | No Change | 0.3% | 0.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=47) | | | | |
| Teachers with advanced degrees | 63.8% | Down from 65.3% | 61.1% | 59.4% |
| Continuing contract teachers | 83.0% | Up from 79.6% | 83.5% | 80.0% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 83.8% | Down from 86.3% | 86.0% | 85.9% |
| Teacher attendance rate | 89.0% | Down from 93.1% | 95.1% | 95.1% |
| Average teacher salary* | \$48,169 | Up 3.2% | \$48,430 | \$47,149 |
| Professional development days/teacher | 7.2 days | Down from 10.1 days | 10.7 days | 11.1 days |
| School | | | | |
| Principal's years at school | 7.0 | Up from 6.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 17.6 to 1 | Up from 17.5 to 1 | 19.6 to 1 | 18.8 to 1 |
| Prime instructional time | 84.7% | Down from 88.8% | 90.6% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$8,806 | Up 10.5% | \$6,653 | \$7,458 |
| Percent of expenditures for instruction** | 63.1% | Up from 61.7% | 70.6% | 68.8% |
| Percent of expenditures for teacher salaries** | 62.0% | Up from 60.2% | 63.9% | 63.2% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Dutch Fork Elementary School (DFES) strives to create an atmosphere that promotes both challenging academic standards and development of social and life skills. The faculty, staff, students, parents, PTO, and School Improvement Council all work together to provide a safe, warm, and nurturing atmosphere to create the best learning environment possible.

DFES continued to improve academically as measured by our formative assessments. Our teachers focused on reading process to foster growth for every child. They implemented daily read-alouds, book clubs, guided reading, independent reading, writer's workshop, reader's theater, word study and book buddies to help each child reach his or her maximum potential. Science notebooking has encouraged students to develop focus questions and to record personal reflections about their learning during science instruction. Our inquiry approach to science has greatly enhanced student interest and skills in science.

Students visited the computer lab twice a week to participate in Compass Learning, a research-based curriculum that is aligned to state and national standards. Kit Klub, our after school program, continued to provide an exemplary option for working parents. In Kit Klub, students participated in homework and tutoring sessions, cooking classes, gardening, computer lab, physical education, and many service projects including an end-of-year luncheon for staff members.

In addition to our academic offerings, we continued many of the programs from previous years, including Terrific Kids, Students of Distinction, Green Team Recyclers, PE Intramurals, Holiday Store, Fun Day, GEMS, talent shows, art displays, Spanish school store, Reader's Theater, Bingo Night, Fall Fest, and Wendy's Night. Author Kevin Kurtz and Sculptor Bob Doster visited us this year. Mr. Doster and our fourth grade students designed and sculpted two metal benches for our literacy garden.

We are committed to continuous improvement through rigorous curricula. We challenge our students to think, question, and apply their knowledge to solve problems. We have high expectations for all of our students and with our dedicated teachers, staff, and parents these expectations are met. We invite you to visit our school family and participant in all of the exciting activities that we have to share with you.

June Lominack, Principal
Leigh Ann Monroe, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 40 | 101 | 42 |
| Percent satisfied with learning environment | 92.5% | 90.8% | 90.0% |
| Percent satisfied with social and physical environment | 100.0% | 87.0% | 90.0% |
| Percent satisfied with school-home relations | 100.0% | 86.1% | 82.1% |

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

No Child Left Behind

| | |
|---------------------------------|-----|
| School Adequate Yearly Progress | YES |
|---------------------------------|-----|

This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

| | |
|---------------------------|--|
| School Improvement Status | |
|---------------------------|--|

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 5.0% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 5.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 2.0% | 0.0% | No |
| Student attendance rate | 96.7% | 94.0%* | Yes |

* Or greater than last year

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 317 | 100 | 14.8 | 34.8 | 50.5 | 93.4 | 90.7 | 82.8 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 148 | 100 | 22.2 | 34.7 | 43.1 | 91 | 87.9 | 79.3 | N/A | N/A |
| Female | 169 | 100 | 8.1 | 34.8 | 57.1 | 95.7 | 93.5 | 86.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 137 | 100 | 9.8 | 27.1 | 63.2 | 97 | 94.6 | 89.5 | Yes | Yes |
| African American | 158 | 100 | 17.2 | 42.4 | 40.4 | 92.7 | 81.9 | 73.7 | Yes | Yes |
| Asian/Pacific Islander | 8 | I/S | I/S | I/S | I/S | I/S | 90.6 | 92.3 | I/S | I/S |
| Hispanic | 12 | 100 | 36.4 | 36.4 | 27.3 | 72.7 | 87 | 76.5 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 100 | 82.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 53 | 100 | 39.2 | 35.3 | 25.5 | 86.3 | 64.3 | 52 | Yes | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 66.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 13 | 100 | 30.8 | 30.8 | 38.5 | 76.9 | 85.4 | 75.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 123 | 100 | 20.4 | 36.3 | 43.4 | 90.3 | 80.4 | 75.5 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 317 | 100 | 17.4 | 46.6 | 36.1 | 90.8 | 89.7 | 78.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 148 | 100 | 17.4 | 45.8 | 36.8 | 91 | 88.6 | 77 | N/A | N/A |
| Female | 169 | 100 | 17.4 | 47.2 | 35.4 | 90.7 | 90.8 | 80.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 137 | 100 | 7.5 | 39.8 | 52.6 | 94.7 | 94.5 | 87.2 | Yes | Yes |
| African American | 158 | 100 | 25.2 | 52.3 | 22.5 | 86.8 | 78.3 | 66.7 | Yes | Yes |
| Asian/Pacific Islander | 8 | I/S | I/S | I/S | I/S | I/S | 93.9 | 93 | I/S | I/S |
| Hispanic | 12 | 100 | N/AV | N/AV | N/AV | 90.9 | 85.4 | 76 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 100 | 79.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 53 | 100 | 31.4 | 51 | 17.6 | 82.4 | 64.7 | 45.5 | Yes | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 75.7 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 13 | 100 | 23.1 | 69.2 | 7.7 | 92.3 | 88.5 | 76.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 123 | 100 | 19.5 | 55.8 | 24.8 | 89.4 | 78 | 70.2 | Yes | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|
| Science | | | | | | | | |
| All Students | 214 | 100 | 20.7 | 58.2 | 21.2 | 79.3 | 81.3 | 67.5 |
| Gender | | | | | | | | |
| Male | 107 | 100 | 20.2 | 58.7 | 21.2 | 79.8 | 80.5 | 67 |
| Female | 107 | 100 | 21.2 | 57.7 | 21.2 | 78.8 | 82 | 68 |
| Racial/Ethnic Group | | | | | | | | |
| White | 93 | 100 | 13.3 | 51.1 | 35.6 | 86.7 | 89.2 | 79.5 |
| African American | 104 | 100 | 27.5 | 62.7 | 9.8 | 72.5 | 61.9 | 50.3 |
| Asian/Pacific Islander | 6 | I/S | I/S | I/S | I/S | I/S | 89.2 | 84.3 |
| Hispanic | 9 | I/S | I/S | I/S | I/S | I/S | 74.4 | 60.7 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 36 | 100 | 41.7 | 47.2 | 11.1 | 58.3 | 54 | 35.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 46.1 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 9 | I/S | I/S | I/S | I/S | I/S | 72.1 | 59.6 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 81 | 100 | 26.7 | 61.3 | 12 | 73.3 | 64 | 55.1 |

Social Studies

| | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students | 211 | 100 | 13.2 | 47.1 | 39.7 | 86.8 | 86 | 72.3 |
| Gender | | | | | | | | |
| Male | 94 | 100 | 14 | 41.9 | 44.1 | 86 | 84.9 | 71.5 |
| Female | 117 | 100 | 12.6 | 51.4 | 36 | 87.4 | 87.2 | 73.2 |
| Racial/Ethnic Group | | | | | | | | |
| White | 95 | 100 | 4.3 | 43.6 | 52.1 | 95.7 | 90.6 | 80.7 |
| African American | 103 | 100 | 21.6 | 49.5 | 28.9 | 78.4 | 75.4 | 60 |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | 90.6 | 88.5 |
| Hispanic | 8 | I/S | I/S | I/S | I/S | I/S | 83.3 | 68 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 72.2 |
| Disability Status | | | | | | | | |
| Disabled | 32 | 100 | 33.3 | 43.3 | 23.3 | 66.7 | 62.1 | 43.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 50.7 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 8 | I/S | I/S | I/S | I/S | I/S | 79.6 | 67.9 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 85 | 100 | 20 | 51.3 | 28.8 | 80 | 72.2 | 62.1 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 313 | 99 | 20.3 | 39.5 | 40.2 | 79.7 | 80.4 | 70.2 | 96.7 | 96.7 |
| Gender | | | | | | | | | | |
| Male | 146 | 98.6 | 29.6 | 35.2 | 35.2 | 70.4 | 74.8 | 63.2 | 96.8 | 96.6 |
| Female | 167 | 99.4 | 11.9 | 43.4 | 44.7 | 88.1 | 86 | 77.5 | 96.7 | 96.7 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 136 | 98.5 | 12.3 | 44.6 | 43.1 | 87.7 | 87 | 79.1 | 96.4 | 96.6 |
| African American | 156 | 99.4 | 24.7 | 38 | 37.3 | 75.3 | 64.9 | 57.6 | 97 | 96.8 |
| Asian/Pacific Islander | 8 | I/S | I/S | I/S | I/S | I/S | 86.7 | 86.2 | 97 | 97.2 |
| Hispanic | 11 | 100 | 54.5 | 9.1 | 36.4 | 45.5 | 69.4 | 62.6 | 96.2 | 96.3 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 92.3 | 68.7 | 97.2 | 94 |
| Disability Status | | | | | | | | | | |
| Disabled | 52 | 98.1 | 51 | 28.6 | 20.4 | 49 | 39.2 | 26.1 | 96.3 | 96.2 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 54.7 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 12 | 100 | 69.2 | 15.4 | 15.4 | 30.8 | 63.7 | 61.2 | 96.3 | 96.6 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 122 | 99.2 | 27.7 | 38.4 | 33.9 | 72.3 | 61.1 | 58.9 | 96.4 | 95.9 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2009 | 3 | 104 | 100 | 13.3 | 27.6 | 59.2 | 86.7 |
| | 4 | 108 | 100 | 19.6 | 36.4 | 43.9 | 80.4 |
| | 5 | 105 | 100 | 11 | 40 | 49 | 89 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2009 | 3 | 104 | 100 | 17.3 | 42.9 | 39.8 | 82.7 |
| | 4 | 108 | 100 | 18.7 | 44.9 | 36.4 | 81.3 |
| | 5 | 105 | 100 | 16 | 52 | 32 | 84 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2009 | 3 | 53 | 100 | 20 | 64 | 16 | 80 |
| | 4 | 108 | 100 | 24.3 | 54.2 | 21.5 | 75.7 |
| | 5 | 53 | 100 | 13.7 | 60.8 | 25.5 | 86.3 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | |
| 2009 | 3 | 51 | 100 | 6.3 | 33.3 | 60.4 | 93.8 |
| | 4 | 108 | 100 | 15.9 | 53.3 | 30.8 | 84.1 |
| | 5 | 52 | 100 | 14.3 | 46.9 | 38.8 | 85.7 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Writing | | | | | | | |
| 2009 | 3 | 102 | 100 | 22.4 | 36.7 | 40.8 | 77.6 |
| | 4 | 107 | 99.1 | 23.1 | 42.3 | 34.6 | 76.9 |
| | 5 | 104 | 98.1 | 15.2 | 39.4 | 45.5 | 84.8 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample